

RESEARCH ON POSITIVE IMPACT OF HIGH QUALITY EARLY CHILDHOOD EDUCATION

Long term outcomes of high quality early education

- [Early Learning, Later Success: The Abecedarian Study](#) (The Abecedarian Study Team, 1999 Frank Porter Graham Child Development Center, University of North Carolina)
- One of the most frequently cited studies regarding long-term outcomes of quality early education, this is a longitudinal study from infancy through age 21. The research shows that children who are the recipients of high-quality child care have higher test scores in reading, math, and cognitive function than children who did not have the opportunity for high-quality care.
- Benefits, Costs, and Explanation of the High/Scope Perry Preschool Program (Scweinhart, LJ. 1993. [Significant Benefits: The High-Scope Perry Preschool Study Through Age 27.](#)) Evidence of preschool program effects on children's readiness for school and their educational success, economic success in early adulthood, and reduced number of criminal arrests.
- [Chicago Longitudinal Study](#)
The Chicago Study is another of the most frequently cited studies regarding long-term outcomes of quality early education. The children in this study were born in 1979-1980 and most attended the Child-Parent Centers (CPC) in Chicago when they were ages 3-5; others attended full-day kindergarten. The positive effects of the CPC program continued into the early grades evidenced by higher reading and math scores, reduced special education, and higher graduation rates.
- [Preschool Study Finds Positive Effects For Poor Children](#)
This article on the aforementioned preschool program in Chicago cites findings that the children who had participated in the half-day preschool program were more likely to go on to complete high school and less likely to become delinquent than those who didn't take part.
- [Child Care Quality: An Overview for Parents](#)
This paper shows the relationship to quality programs of child to adult ratios, qualifications of caregivers, and wages paid to caregiver/teachers. The common element of these quality practices is their ability to influence desirable outcomes in children.
- Georgia Preschool
(Georgia State University, Andrew Young School of Policy Studies, [Report of the Findings From the Early Childhood Study: 2001-02](#). Aug. 2003.)
Georgia four year-olds began preschool scoring below national norms – children who attended preschool (preschools and child care centers) in Georgia made gains of at least four points against the national norms on all four standardized assessments. Programs focused on school readiness, language development, and cognitive skills that were

needed to bring the four year-olds closer to their peers across the nation. Higher levels of quality benefited the children.

- [Supporting Early Childhood in Iowa](#)
Iowa is currently in the process of developing and implementing a Smart Start – like model. Iowa is similar to Arizona in that their government is administered via the state model versus a county model. In addressing the issue of community individualism, Iowa developed Empowerment Boards (similar to the local councils in North Carolina). These Boards support state and community partnerships and promote collaboration among education, health, and human services.
- [Smart Start and Preschool Child Care Quality in NC: Change Over Time and Relation to Children's Readiness](#)
Study findings between the beginning of Smart Start (1993) and 2003 showed child care quality steadily and significantly increased, participation in Smart Start-funded activities was significantly and positively related to child care quality, and children who attended higher quality centers scored significantly higher on measures of skills and abilities important for success in kindergarten than children from lower-quality centers.

[A Six-County Study of the Effects of Smart Start Child Care on Kindergarten Entry Skills](#)

Smart Start efforts need to be directly related to improving the quality of child care if they are to have an effect on children's school readiness.

- Arizona's Child Care Crisis: A Crime Prevention Tragedy
(Full report: [America's child care crisis: A crime prevention tragedy](#) Sanford A. Newman, T. Berry Brazelton, Edward Zigler, Lawrence W. Sherman, William Bratton, Jerry Sanders & William Christeson, 2000. Fight Crime: Invest in Kids, Washington, D. C.)
Studies show that investment in quality child care has a positive effect on children by reducing crime offenses in early adult years. (Brief based on a report of an expert panel convened by the Fight Crime: Invest in Kids. This organization recently honored Governor Napolitano in Washington, DC.)

Impact on School Readiness

- Cost, Quality, and Child Outcomes in Child Care Centers
(Suzanne Helburn, et.al. 1993. [Cost, Quality, and Child Outcomes in Child Care Centers](#))
Study shows that most centers provide poor to mediocre care (86 percent), with more than 40 percent of infants and toddlers in rooms of poor quality. Only one in seven centers promote healthy development. Study also shows that one in eight centers threatens the health and safety of children and 70 percent of centers may compromise a child's ability to enter school ready to learn.
- The Children of the Cost, Quality, and Outcomes Study Go to School
(Peisner-Feinberg, ES, Burchinal, MR, Clifford, RM, Culkin, ML, Howes, C, Kagan, SL, Yazejian, N, Byler, P, Rustici, J., Zelazo, J. 2000. [The Children of the Cost, Quality, and](#)

[Outcomes Study Go To School: Technical Report](#). University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center.)

High quality child care is important to achieve a child's readiness for school. Children attending higher quality child care centers perform better in the areas of math, language, and social skills.

Business

- [Preschool for All](#)
The Committee on Economic Development's Research and Policy Committee makes the case for universal, free access to pre-kindergarten through a strong federal/state partnership. Children starting school ready to learn is critical to their future success. Children who start school behind their peers are unlikely to catch up.
- [Business Leaders Warn of Early Learning Gap; Urge States, Federal Government to Build High-Quality Early Childhood Education Programs](#)
Business leaders from the Business Roundtable and Corporate Voices for Working Families state too many children enter school without the skills to succeed. Business leaders say high-quality child care is cost-effective and will pay big dividends in later life.
- [Growing Arizona](#), A Report By The Arizona School Readiness Task Force 2002, Children's Action Alliance
A report which culminated a year and a half of meetings by the School Readiness Task Force—a group consisting of 30 business leaders in our community and a small number of early education experts. The Task Force researched the impact of successful early education programs and school readiness. The committee developed a set of recommendations focusing on three areas: quality, governance, and finance.